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ABSTRACT

These proceedings contain eleven presentations made at the 1979 Adult Education Dissemination Conference (July 16-18) in Roanoke, Virginia, to disseminate results of demonstration projects funded by the Adult Education Act, Title VI, P.L. 95-561 and Amendments, Section 310. A brief report on a special project workshop (March 4-7, 1980) in Roanoke is also provided. Each presentation follows a similar format, including some or all of the following: objectives, results expected, findings, problems encountered, and followup recommendations. These projects are reported: Evaluation and Development of DIAL Tapes and Materials, Statewide Staff Development in Beginning Reading Competency, Planters Employee Training Program, Adult Mobile Learning Center, Promotional/Recruitment Cost Effectiveness Research, ABE (Adult Basic Education) Newsletter, Regional Material Resource Center, Rural Administrative Assistant Internship for Adult Education, Adult Learners Staff Development Competencies, A Comparison of Adult Performance Level (APL) and ABE Curriculum Materials in Norfolk Virginia (1978-1979), and Administrative/Assistant Intern Project. The report on Think Tank, the workshop, lists ten priorities for ABE students, eight areas of concern affecting participation in ABE programs, seven concerns regarding curriculum versus reality, and eight key APL areas agreed upon by participants. (YLB)

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ADULT BASIC EDUCATION RESEARCH AND DISSEMINATION

Proceedings of the

1979 VIRGINIA A.B.E. DISSEMINATION CONFERENCE

HOTEL ROANOKE
ROANOKE, VIRGINIA
July 16-18, 1979

Conference Director

Nadine D. Wheaton

Supervisor of Adult Basic Education

Roanoke City Public Schools

Roanoke, Virginia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Mrs. Donna Alls, Mrs. Barbara Ward, and Mrs. Sandra Pullen extended their services beyong the call of duty. To each of them, I am deeply grateful.

To the presenters and participants, I thank you. Without you, this conference would not have been possible.

Nadine D. Wheaton, Supervisor
Adult Basic Education
Roanoke City Public Schools
Roanoke, Virginia

INTRODUCTION

The presentations made during the 1979 Adult Education Dissemination Conference held on July 16, 17, and 18 at Hotel Roanoke in Roanoke, Virginia are included in this report. The conference was designed to disseminate results of the demonstration projects funded by the Adult Education Act, Title VI, P.L. 95-561 and Amendments, Section 310. Participants attending the conference were Adult Basic Education teachers and aides, Adult Basic Education supervisors, workshop leaders, 309 project directors, Learning Center coordinators, State Office Staff, and representatives of the Roanoke City Public Schools, Department of Vocational and Adult Education. The paramount consideration of the conference was to provide participants with innovations, knowledge, and materials which would contribute to their efficiency in working with Adult Basic Education students.

The conference was a 310 project awarded to Roanoke City Public Schools. The Project Director was Nadine D. Wheaton, Supervisor of Adult Basic Education and DIAL for Roanoke City Public Schools.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

(20 U.S.C. 1221c (b) (1).)

EVALUATION and DEVELOPMENT of DIAL TAPES and MATERIALS

Mrs. Carol S. Brown
Campbell County DIAL/Adult Center
Route 1, Box 576
Rustburg, Virginia 24588

This project was an outgrowth of research conducted prior to making the decision to develop a set of spelling tapes designed for the DIAL method of instruction.

OBJECTIVES

1. To continue review and evaluation of existing cassette tape programs.
2. To arrange for professional development of tapes.
3. To examine and report on new tape programs.
4. To report the work of the project.
5. To present a set of spelling tapes and accompanying handbook to each DIAL and Adult Learning Center Coordinator.

RESULTS EXPECTED

1. A new tape program with corresponding materials will be completed.
2. Existing tape programs and new commercial tape programs will continually be reviewed.

FINDINGS

1. The project's findings resulted in the development of original scripts for the voicing of spelling tapes.
2. Exercises and instructions to accompany the spelling tapes were developed.
3. The staff developed a set of thirty-six tapes with accompanying materials.

PROBLEMS ENCOUNTERED

1. The time-consuming task of writing original scripts and exercises prohibited the staff from being able to do as much evaluating of new tape programs as originally planned.

FOLLOW-UP RECCOMENDATIONS

1. There is a need for teachers who work with adults to develop original tapes. However, it is difficult to calculate the amount of time needed to develop a tape and the reinforcing materials. The project staff recommends that much attention to given to the amount of time required to complete a set of tapes, prior to the actual development of said program.

STATEWIDE STAFF DEVELOPMENT IN BEGINNING READING COMPETENCY

Dr. Gary L. Shaffer
James Madison University
Reading Center
Harrisonburg, Virginia 22807

This project is a report of the activities of the State-Wide Staff Development in Beginning Reading Competency.

OBJECTIVES

1. To develop a training program in diagnosis, prescription, and instructional techniques and methods.
2. To implement that program in the four geographic service regions of the Commonwealth.
3. To make the training available to the eight hundred fifty three (853) personnel.
4. To reimburse expenses (travel, room and board) of all participants in accordance with the rules and regulations relating to 309 staff development activities.
5. To include a session on Teaching English as a Second Language for Northern and Southeast Virginia.

RESULTS EXPECTED

As a result of this project, it was expected that ADE personnel attending the workshops designed and conducted by the project staff would be better prepared and qualified to:

1. Define reading as a multilevel psycholinquistic process.
2. Identify the reading competencies of adult learners.
3. Diagnose the reading deficiencies of adult learners.
4. Identify the life style, interests and attitudes of adult learners and relate these to a viable instructional program in beginning reading.
5. Use various instructional approaches and techniques for beginning reading instruction.

6. Prescribe instructional techniques and materials appropriate to remediating the adult learner's reading process.
7. Evaluate the learner's progress continously as part of the instructional program.
8. Recognize, define, and deal with - through appropriate strategies - the instructional problems inherent with teaching adults who possess English as their second language.

FINDINGS

1. Three regional workshops were conducted instead of the four planned.
2. A total of 133 participants were accepted for attendance at the three regional workshops.
3. A comprehensive fifty item evaluation form was prepared.
4. The results of the evaluation forms indicated that the participants perceived that in most instances the workshops almost met the ideal of what a workshop of a nature conducted by the project staff should be from their perspective.

PROBLEM ENCOUNTERED

1. The workshop planned for the Southwestern geographic region was cancelled on the recommendation of the granting agency due to lack of participation.

FOLLOW-UP RECOMMENDATIONS

1. A greater effort should be made to more clearly delineate the responsibilities and expectations of the grantee and the grantor in the guidelines for submitting both pre and full - application proposals. This is especially necessary in the area of staff size limitations and staff related budgetary items.

2. The format employing individuals associated with institutions of higher education possessing a background and training in dealing with ABE students and reading education should be continued.
3. The time frame calling for Friday evening - Saturday workshops should be changed to allow for more instructional time. This is especially pertinent if it is an objective to have participants "practice and experience" rather than "listen and see".
4. Instead of conducting four-regional workshops, the possiblity of conducting one or two extended workshop sessions at the grantee should be explored.
5. The possibility of some extrinsic reward for participation in the workshops (such as college/university credit, released time from work, etc.) being granted to participants should be explored.

PLANTERS EMPLOYEE TRAINING PROGRAM

Mimi E. Felton
Suffolk City Schools
Suffolk, Virginia 23435

Through the development of an employee training program the participating employees would receive help in filling their educational requirements as well as receiving the personal satisfaction that comes with learning.

OBJECTIVES

1. To establish a Learning Center on the premises of Planters Peanuts.
2. To enroll 200 "blue collar" employees on a volunteer basis by July 1, 1978.
3. To identify and employ an ABE curriculum development specialist.
4. To develop a procedure to adopt the current ABE curriculum to include trade math and trade vocabulary.
5. To develop a handbook that will tell how to establish a Learning Center in other industries.

RESULTS EXPECTED

1. A Learning Center will be established on the premises of Planters Peanuts.
2. Two hundred "blue collar" employees will be enrolled on a volunteer basis.
3. Curriculum materials will be developed with the assistance of plant engineer, training director, consultant, and Director of Adult Education to include trade vocabulary and trade math.
4. A handbook will be developed to tell how to adopt curriculum materials and to establish a learning center in other industries.

FINDINGS

1. A learning center was established in the conference classrooms constructed and in use by September.
2. Over one hundred (100) employees registered to become partici-

pants in the Planters Employee Training Program during recruitment and registration held in August of 1978.

3. A total of fifty-two (52) employees were enrolled in PET (Planter's Educational Training) during the instructional phase of the program. Of the 52, eight (8) withdrew from the program.
4. At the end of the year, thirty-two (32) participants received Certificates of Completion for having met the attendance requirements and for having tested at or above an eighth grade level.

PROBLEMS ENCOUNTERED

1. Increased staff, space and materials would be required to enroll 200 employees in a learning center.
2. Scheduling employees, especially in an industry whose mode of operation is based on shifts, is very difficult. Because of changes in shifts from one day to the next, and because of lay-offs, the employees find it difficult to stick to a pre-established schedule.
3. Determining the number of students to be enrolled and when, and determining the staff needed and when, is likewise difficult. Teaching staff should be available at all times to fulfill the needs of the participants present at any given time.
4. Too much of the program director/teacher's time was spent on the job site obtaining data needed for designing a curriculum for a specific employee/participant. The director/teacher's time was needed in program development, managing and teaching.
5. Assistance was not provided by the individuals named because of lack of time, lack of interest, lack of understanding of the needs and objectives of the program, and/or because of newness of the program.
6. Roles and responsibilities were not documented and were misunderstood.

7. Management and outside consultants were not familiar with the participants and their needs in a way that were helpful in designing a functional trade-related curriculum.

FOLLOW-UP RECOMMENDATIONS

1. A handbook to tell how to adopt curriculum materials to include trade-related skills has not been written. Due to the many other responsibilities of the program director/teacher not anticipated when this project originated, this objective was accomplished only in part.
2. A method to identify and incorporate trade terminology and trade materials into the regular ABE curriculum is being developed and documented and will be complete as of June 1980.

ADULT MOBILE LEARNING CENTER

Hal Koenig
Eastern Shore Community College
Box C
Melfa, Virginia

The Adult Mobile Learning Center is a mobile classroom which serves adults who wish to upgrade their basic skills in Reading, English, Writing and Math.

OBJECTIVES

1. To offer adults a program of individualized instruction.

RESULTS EXPECTED

1. Once the learners are tested to determine their functional levels and materials are assigned to meet individual students' needs, the learners will then be able to work according to their own abilities and potentials, as their own time and motivation permit.

FINDINGS

1. Of the fourteen learners who took the GED test, twelve passed, one person missed by a few points and plans to retake the exam in September. The remaining person is waiting to receive the test results.
2. One student enrolled full time in Salisbury State College.
3. Those adult learners who attended the AMLC for six months or longer realized growth of one to three grade levels, depending upon their entry level performance abilities and the length of stay and intensity of study.

PROBLEM ENCOUNTERED

1. Formalized post-testing proved very difficult as enrollees left the project spasmodically and unannounced as their circumstances demanded.
2. Industrial employers could not perceive the need for employees' un-

grading their basic learning skills, and could not see the employees' need for personal sense of self-worth and achievement as related to the job experience and total self-value.

PROMOTIONAL/RECRUITMENT COST EFFECTIVENESS RESEARCH

Gerry F. Parent, Project Director
Joe C. Watson, Coordinator
Portsmouth Public Schools
2801 Turnpike Road
Portsmouth, Virginia 23707

This project researched the most effective promotional and recruitment materials, techniques and practices in Adult Basic Education with relation to cost.

OBJECTIVES

1. To divide the geographic area under study into sectors and to develop a system for classification of residents based upon demographic, social and cultural identifiers.
2. To classify each geographic sector according to the socio-cultural status of the residents.
3. To develop a variety of promotional and recruitment activities and to apply these activities in a given sector.
4. To develop a system that allows application of promotional/recruitment activities in similiar sectors and for the application of similar activities in diverse sectors.
5. To measure the impact of each activitiy in each sector on enrollment and establish correlations.
6. To publish the reults of findings quarterly in the ABE Newsletter and in a comprehensive end-of-project-evaluation report.

RESULTS EXPECTED

1. The most appropriated methods for identifying and developing relationships with socio-cultural target groups, community opinion leaders and various referral agencies will be researched and recorded. Additionally, the best methods for creating public awareness of adult basic education will be explored.
2. Suggestions based upon research findings will show how to best divide an urban area into geographic sectors in order to better manage

a research study of this type. The methodology employed in this study will have greater implications for urban areas than rural areas.

3. The study will report findings of relationships among similar socio-cultural sectors and any relationship among unlike socio-cultural sectors based upon promotional recruitment techniques applied.
4. The project will present findings of cost effectiveness of promotional and recruitment techniques employed. Clearly effective as well as ineffective techniques and materials will be identified and reported.
5. Suggestions will be presented for replication of this project in other areas. Emphasis will be placed upon identifying methods and materials that can be used with an assurance of high productivity with minimum output of manpower and cost.

FINDINGS

1. The most effective way of developing relationships with community leaders and referral agencies is through a personal conversation with a selected individual or agency. For purposes of this research study, community leaders were defined as those persons whose leadership roles bring them into contact with the target population; thus, these persons were informed about adult education programs and were asked to communicate this information to whomever they believed could benefit from adult education services.
2. Based upon research findings, the best way to divide an urban area into geographic sectors is according to census tracts. The Bureau of Census publised statistical and demographical data (educational attainment, occupation, income level, etc.) which led to the use of census tracts as a more manageable classification system for this research study.

The development of such a classification system and the application of promotional/recruitment activities according to census tracts fulfilled objectives one through four. Over 13,000 promotional materials including brochures, story books, bumper stickers, gift certificates and newsletters were distributed in given census tracts based on race and income level.

After these materials had been distributed, a stratified random sample of those households receiving one or more of the various materials were selected for study. The sample was stratified to maximize the heterogeneity of the sample receiving items by race, education and socio-economic status. Telephone interviews of the sample households were conducted by the project staff. The interviews consisted of a series of questions about the ACT program and the materials distributed to each of the respondent's households.

3. Effectiveness of the promotional items was measured in two ways: awareness and enrollment. The first criteria of effectiveness was achieved when people became aware of the adult education program as a result of promotional materials. In addition, when the promotional materials caused individuals to enroll in ACT classes, the second criteria of effectiveness was achieved.

When asked, "Do you remember receiving any promotional material regarding ACT or adult education," twenty percent of those sampled replied affirmatively. Only thirty percent of those who remembered receiving a promotional item correctly identified the item they received. The sample households recalled the brochure more often than the other promotional materials. Thus, the brochure appears to be the most effective promotional technique [illegible] printed materials. When the subjects were asked how they heard about ACT or adult education programs, a majority (51.6%) reported that they had learned about ACT as a result of conversations they had with friends, family,

neighbors and current students. Thus, the most effective means of publicizing adult education programs and recruiting potential students (in this study) was through the word-of-mouth of students and persons familiar with the programs.

4. The use of the acronym ACT with its accompanying logo was successful in creating a new positive identify for the adult education programs. Although in use for less than a year, over two-thirds (71.7%) of current adult education students correctly identified the meaning of ACT (Adult and Continuing Training). Furthermore, 42.1% of the sample households reported that they were aware of the ACT program. In an age of acronym overkill, and given the fact that ACT is a recent logo, this response indicated a reasonably high degree of awareness among the general population.

PROBLEMS ENCOUNTERED

1. The only difficulty encounterd with this project was the assessment of promotional materials upon enrollment in adult education progress. The dissemination of the promotional materials occured in February and March. This was too late to make an impact upon enrollment in the high school and GED programs. The learning centers and offices of the adult education programs received many inquiries regarding its programs; however, actual impact on enrollment will not be known until the fall 1979 semester.

FOLLOW-UP RECOMMENDATIONS

1. To continue and expand upon the working relationship begun with community leaders and referral agencies.
2. To explore the use of television and radio public service announcements among the semi-illiterate target population.
3. To localize the distribution of promotional materials in those geographic census tracts with high concentration of potential students,

based upon available socio-demographic data.

ABE NEWSLETTER

Mr. Jerry D. Browder
Adult Learning Center
2100 Idlewood Avenue
Richmond, Virginia 23220

The ABE Newsletter is funded by a state grant to Richmond Public Schools under Section 309 of the Adult Education Act. The newsletter is published monthly under a contract with a successful bidder.

OBJECTIVES

1. To provide a communication system for all statewide ABE personnel.
2. To provide opportunities for ABE personnel to share success stories and other information of interest.
3. To provide a method for presentation of information and progress concerning experimental teacher training and demonstration projects.
4. To familiarize ABE personnel with one another.
5. To provide information about workshops, conferences, and professional organizations.
6. To exchange and discuss ideas relating to such topics as recruiting and retention, teaching techniques, educational materials, etc.
7. To publish professional articles relating to the various job positions in ABE, such as counselor, reading specialist, math specialist, paraprofessional, etc.

RESULTS EXPECTED

1. The ABE Newsletter was expected to be one of the most forceful communicating vehicles used in relating information concerning the ABE Program in Virginia.

FINDINGS

1. The ABE Newsletter was instrumental as an informational force for the ABE program.
2. There was an increase in the variety of articles published in the ABE Newsletter.

3. Greater emphasis was placed on pictorial elements.
4. Personnel, new to the ABE program, requested to be placed on the mailing lists.
5. The overall success of the Newsletter increased.

PROBLEMS ENCOUNTERED

1. There were duplications on the mailing lists.
2. Some ABE personnel errored in reporting their mailing addresses.
3. Some ABE personnel separated from the program and their terminations were not recorded.
4. The demand for the Newsletter often exceeded the demand.

FOLLOW-UP RECCOMENDATIONS

1. The ABE Newsletter should continue to serve as a link between all ABE personnel in Virginia.
2. The Newsletter reader audience should continously consist of all ABE staff members in Virginia, the Adult Education Service Staff, Virginia Adult Education University Staff, Virginia Division Superintendents of Education, the 50 State Directors of ABE, and selected others who request to receive the Newsletter.

REGIONAL MATERIAL RESOURCE CENTER

Thomas L. Smith
Adult Education Coordinator
P.O. Box 309
Lawrenceville, Virginia 23868

Brunswick County has the need for a regional material source center and a professional library for adult education instructors.

OBJECTIVES

1. To develop and maintain an Adult Basic Education instructional resource center.
2. To develop and maintain an Adult Basic Education professional library.
3. To make this center available, through visitation, to area Adult Basic Education teachers.

RESULTS EXPECTED

1. A wide selection of available materials will be accessible to all Adult Basic Education instructors and supervisors throughout the area to be served so that they can make selections appropriate for their individual students needs.
2. Various representatives of companies selling textbooks and materials will be contacted for selection purposes.

This will be an on-going project, therefore problems and recommendations are not available at this time.

RURAL ADMINISTRATIVE ASSISTANT INTERNSHIP FOR ADULT EDUCATION

Ms. Carol J. Wendeborn
Caroline County Public Schools
Bowling Green, Virginia 22427

Approximately 2,500 adults need recruitment services in the Bowling Green area.

OBJECTIVES

1. To contact all public and private agencies in the county as a means of recruiting new members for ABE classes.
2. To prepare and circulate newsletters concerning ABE classes.
3. To attend regular classes in ABE while in session and make an effort to maintain attendance.
4. To give the ABE program full publicity in local and area newspapers.
5. To assist the local Supervisor of Adult Education when needed in carrying out Administrative details pertaining to ABE.
6. To recruit 175 new members for ABE classes.

RESULTS EXPECTED

1. Increase enrollment and participation in Adult Basic Education classes.
2. Assist with the organizations and administration of a more meaningful ABE program.

FINDINGS

1. Social Services Agencies offered substantial assistance as a linkage to potential ABE candidates.
2. Juvenile and Domestic Relations officers were asked for referrals.
3. Brochures and "flyers" were distributed at strategic locations.
4. The Rappahannock Drug Abuse & Crisis Intervention Center, Inc. agreed to refer suitable clients to the ABE program.
5. The Native American Program received information about our Adult Education programs before each formal registration and while classes

were in session.

The WIN office in Fredericksburg is on the mailing list. The Rappahannock Agency on Aging sponsors the hot lunch program for the county's senior citizens at Ft. A. P. Hill. An agency van transports these participants from their homes to the nutrition site and back again.

PROBLEMS ENCOUNTERED

1. There was a strong need for recruitment of ABE students.
2. Non-readers were reluctant to come into a classroom to learn.
3. Some students needed total individual attention.
4. One Korean family had to separate from the program because of work schedule conflicts.

FOLLOW-UP RECOMMENDATIONS

1. Location of ABE classes
   - A. Two ABE classes should be available at the Caroline High School evening program.
   - B. An ABE class should be available at Dawn at the church where it has met or in the community center, when completed.
   - C. There are many older adults who lack transportation and want to participate in ABE who attend the hot lunch programs at Ft. A.P. Hill Monday through Friday. Three alternatives are possible for serving this group.
     1. Hold an ABE class there for an hour every day or the equivalent. There is time after lunch for a class session.
     2. Arrange for Laubach tutors to meet with the adults there and work on a one-to-one basis. Because there are non-readers present, the tutors may be more effective.

3. Arrange for both ABE instruction and Lauback tutors.

2. Concentrate on the most effective methods of recruitment.

A. Place ABE announcement letters in student report cards, calendars, letters to parents as soon as possible in the school year.

B. Mail ABE information to all businesses and industries for all the employees to have access. In businesses, which have a personnel department, the information should be directed to that individual.

C. Mail complete course list to all civic clubs and organizations, churches, social service agencies, etc. who are on the compiled mailing lists.

D. Provide announcement information to all radio stations, and newspapers for release the week before registration.

E. Mail a simply worded letter about the ABE program to all potential ABE candidates for whom addresses are available.

F. Work closely with the Caroline Literacy Council whose members assist our ABE students with their reading, and refer those adults without transportation to an ABE class, to the Literacy Council.

ADULT LEARNERS STAFF DEVELOPMENT COMPETENCIES

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Blacksburg, Virginia 24061

This project is a response to two statewide evaluations which have been conducted in Virginia during the past five years to determine the perceived training needs of Adult Basic Education teachers within the state.

OBJECTIVES

1. To develop an innovative approach to familiarizing ABE teachers with general concepts relating to adults as learners and with specific information pertaining to ABE learners.
2. To provide a product in the form of a slide-tape series pertaining to adult remedial learners which will become a permanent tool for orientation and training of ABE staff.

RESULTS EXPECTED

1. Four slide-tapes or modules have been producted. Each module is 16-22 minutes and 80-100 slides in length.
2. The modules address these four specific topics:
    a. The Scope of Illiteracy
    b. The ABE Social Environment
    c. The Nature of the Adult Remedial Student
    d. Individual Difference Among Adult Basic Education Learners
3. The construction of the modules allow them to be used on an individual or group basis.
4. Each module is accompanied by a study guide.

FINDINGS

As a first step in the project's evolution, the staff began systematic research pertaining to the nature of the adult remedial learner. This research was focused in the directions of four specific themes by the advisory committee in its first meeting in July, 1978. The project staff then prepared a series of research papers, averaging approximately twenty-five pages in length, which addressed each of the module topics. These papers provided the basis, first, for narratives which were constructed to guide the art work from which slides were constructed, and eventually, for the individual scripts to accompany the slides in each module.

Each slide-tape presentation has been professionally narrated and contains a combination of work and picture slides including a series of introductory credit slides accompanied by music. The present slide-tapes are the results of extensive feedback and suggestions for revision which have come from a variety of sources. This feedback and revision process will continue as the four modules are presented at a series of workshops during 1979-80, the project's dissemination year.

At present the four modules of the "Adult Learner" project include a total of close to 400 slides, a substantial increase over the 300 specified in the original contract.

In April, 1979, one module, "The Scope of Illiteracy" was presented at the Commission of Adult Basic Education's national conference in Chicago and received a favorable response.

PROBLEMS ENCOUNTERED

1. More time was needed for art work and for revisions in some instances than the project staff had forseen.
2. The production schedule was sometimes hindered by other projects which competed for the attention of Media Services personnel during

some periods.

3. The staff was faced with the problem as to how they should describe Adult Basic Education leaves learners in a manner appropriate for practitioners working in a wide variety of urban and rural settings, and serving ABE populations with wide divergent characteristics.
4. Further, they faced the dilemmas: (1) how to develop a tool which could be employed effectively both for the training of existing staff and for orientation of new teachers and administrators (2) how to describe Adult Basic Education learners in a manner appropriate for practitioners working in a wide variety of urban and rural settings, and serving ABE populations with wide divergent characteristics.

The "Adult Learner" project will become its own final report and the results will be self-evident.

A COMPARISON OF ADULT PERFORMANCE LEVEL (APL) and ADULT BASIC EDUCATION (ABE) CURRICULUM MATERIALS in NORFOLK, VIRGINIA (1978-1979)

John C. Marshall, Ed.S.
Educational Consultant
Norfolk, Virginia

The intent of this project was to compare the effectiveness of commercially produced Adult Performances Level (A.P.L.) curriculum materials with traditional Adult Basic Education (A.B.E.) curriculum materials in facilitating the acquisition by adults of the skills and knowledge necessary for them to function in American Society.

OBJECTIVES

1. To compare the effectiveness of a total A.P.L. curriculum with the traditional A.B.E. curriculum among adult students in terms of the following:
   a. The development of reading and computation skills;
   b. The acquisition of knowledge in the following areas - consumer economics, government and law, health, community resources, and occupational knowledge;
   c. The retention of students in the A.B.E. program;
   d. The preferences of teachers and students.

RESULTS EXPECTED

1. The progress, retention and attitudes of students enrolled in the established A.P.L. class, were to be compared to the progress, retention and attitudes of students enrolled in the regular A.B.E. program at the Adult Education Center.
2. Participants in both programs were pre-tested using both the A.P.L. Test and the Test of Adult Basic Education (T.A.B.E.). Both test were given to the participants. These and other relevant data were to be collected and analyzed by resource persons/evaluators from Old Dominion University. Their sophisticated, scientific techniques of analysis were to enable them to draw some concrete, reliable, and valid conclusions about the effectiveness of a total A.P.L.

curriculum.

3. Participants:

   a. Program participants were to be randomly selected from the current waiting list of adult students.

   b. An enrollment of twenty (20) students was to be maintained in the A.B.E. group; and enrollment of twenty (20) students was to be maintained also in the A.P.L. class.

   c. All program participants were to attend a minimum of twenty (20) hours per month.

   d. Drop-outs were to be replaced on a random basis from the current waiting list of adult students. The program evaluators, teachers, and project coordinator were to determine jointly when a student was to be considered a dropout.

   e. All participants were to be volunteers.

   f. All participants were to be functioning at Level II (fifth grade or above) in the areas of reading and computation.

   g. All participants were to be informed of the nature and scope of program.

FINDINGS

1. The materials used with the A.B.E. group were those which are currently utilized in the regular Adult Basic Education program of Norfolk Public Schools. Two sets of commercially produced A.P.L. materials were used in the A.P.L. class.

2. Student and teacher satisfaction did not significantly ho whether the A.P.L. or the A.B.E. curriculum was used. Students in both classes appeared to be satisfied. In the opionion of the evaluators, this was due to the high quality of the teachers involved.

PROBLEMS

Comparison of the following:

1. Goal 1 - the development of reading and computation skills

   Goal 2 - the acquistion of knowledge in the following areas - consumer economics, government and law, health, community resources, and occupational knowledge;

   Goal 3 - the retention of students in the A.B.E. program results: "Clear cut conclusions are not warranted because of the many difficulties encountered in establishing and maintaining the necessary conditions to implement an experimental design."

FOLLOW-UP RECOMMENDATIONS

1. The "Final Evaluation Report", written by the evaluation consultants from Old Dominion University, should be read to determine what conclusions they reached and the basis for the conclusions.
2. Most supplies and equipment should be ordered from commercial vendors and appropriate personnel hired by the end of July of the year funded.

ADMINISTRATIVE/ASSISTANT INTERN PROJECT

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This project plan was to incorporate an Adult Education program in Henry and Patrick Counties.

OBJECTIVES

1. To contact, by letter, all dropouts of the last five years from high schools in Henry and Patrick counties to explain the Adult Education Programs.
2. To contact and explain the Adult Education Program to:
   A. Social Services
   B. Health Departments
   C. Employment Commissions
   D. Chamber of Commerce
3. To develop and distribute brochures to the above mentioned agencies and to:
   A. Churches
   B. Barber shops and Beauty shops
   C. Highway Departments
   D. Service Stations
   E. Hospitals and Nursing Homes
   F. Grocery Stores
   G. Shopping Centers
   H. Recreation Centers
   I. Public Libraries
4. To enroll at least forty-five (45) students in the Adult Education Program, as evidenced by the establishment of at least one (1) new Adult Learning Center in Patrick County and at least two (2) additional centers in Henry County.

5. To have the Administrative Assistant/Intern gain experience in teaching, recruiting, public relations, curriculum development, public speaking, educational planning, and the development of surveys, brochures, questionnaires, and applications, as evidenced by the operation of the centers mentioned above and the availability of materials developed for the Adult Education Program.

RESULTS EXPECTED

1. The establishment of new and additional Adult Learning Centers.
2. Increased enrollment in all existing programs.
3. A greater awareness of the total Adult Education Program.

FINDINGS

1. Fifteen Parent-teacher Organizations in both Henry County and Patrick County were contacted and program presentations were given at the organizations' meetings. Brochures and survey form data were distributed to the parents attending the meetings. The net result of this recruiting technique was the development of one (1) satellite class in Henry County and three (3) satellite classes in Patrick County.
2. A quarterly recruiting plan was developed in two of the local industries in Henry County. After initial contacts were made with the company's personnel managers, plans were implemented to research the populace of each industry to determine the necessity of developing in-plant programs. In an effort to provide accurate up-to-date information for the research, the quarterly in-plant recruiting program was implemented.
3. Brochures and pamphlets were completed for both counties with distribution being staggered on a tri-monthly basis.
4. Continual distribution of public service announcements to local radio stations and newspapers was maintained throughout the year,

benefiting the enrollment at all the satellite class sites.

5. Contact letters were sent to the drop-outs from the past two years in Henry County and drop-outs from the past three years in Patrick County. This effort only provided a minimal effect on either program.
6. Data received from the returned survey forms was tabulated and a detailed recruiting list was developed for both counties to be used for program expansion.
7. Along with the data sheets, a contact file was developed and all actions with the local organizations, businesses, etc., were logged.

PROBLEMS ENCOUNTERED

1. Because of the need diversification between Henry County and Patrick County, the full implementation of the project objectives was difficult to achieve. Each county had very distinct interests that were very hard to merge under one project.
2. Data provided by the local high schools on the drop-outs for the past three years was very sketchy, making contact with these individuals very difficult.
3. Diversity within the Adult Education program itself in Henry County created some problems in advertisement methods used for the county.
4. Direct management of the project was lacking in both counties, which presented an uncertainty as to the "even" progress of the work being done.
5. Scheduling of public presentations in both areas was a problem because of the limited amount of time allotted to work with the individial counties.
6. Supervision and assistance by the Intern with the satellite classes established under the project for both counties was very sparce because of the time demanded.

7. No direct contact work was provided for the Intern in the area of G.E.D. counseling.

FOLLOW-UP RECOMMENDATIONS

1. The administrative Assistant/Intern project should be limited to only one geographic area (county) for a term of two years.
2. More specific objectives and procedures for the Intern should be specified in the project, so as to eliminate unnecessary research at the beginning of the projects implementation.
3. A closer working combination should be established between the Intern and his/her supervisor in order to provide a direct link for supervision training.
4. A quarterly evaluation process should be developed, with both local and state staff members joing together to evaluate on-site the progress of the Intern.

Pages 40-54 were removed because they contained personal information

"THINK TANK"

THINK was the operative word when fifteen ABE educators convened at the Airport Holiday Inn in Roanoke for a special project workshop, "THINK TANK," March 4-7, 1980. In conjunction with the state staff, Dr. Jack Mezirow, Professor of Adult Education, Teacher's College, Columbia University, New York City, served as consultant.

Following the usual self-identification process, participants were asked to list traits of ABE students and to characterize their learning goals. Participants were then divided into groups and these lists were reconstructed in order of priority. The first ten priorities as listed by the groups were:

1. High level of motivation by learners
2. Possibility of immediate application of materials learned
3. Relevance of learning to everyday life
4. Distinct goals for individual learners
5. Instruction oriented to learner's current needs, goals, experience
6. Provision to boost self-concept, self-confidence; overcome stigma, pride
7. Self-directedness as a means of achieving goals
8. Mutual goal setting and reciprocal learning relationships
9. Confidentiality between learner and instructor
10. Curricular flexibility

A session on conditions of instruction identified eight areas of concern which affect participation in ABE program:

1. Economic pressures
2. Family influence
3. Community linkages
4. Transportation problems
5. Time programs are available
6. Accessibility of instructor
7. Orientation of teachers inexperienced in teaching adults
8. Low school system priorty.

The topic of curriculum versus reality generated much discussion. Some of the concerns expressed were:

1. Instruction too specified beyond 3 r's
2. Need to differentiate between night and day learners
3. Need to help teachers build individualized curriculum
4. Need to help learners identify a broader range of goals
5. Need to recognize that learners are people - interrelated
6. Goal setting must be continous with the learner
7. Instructional materials should be designed to foster learner independence.

Conference participants generally agreed that APL should be ingegrated into subject areas, by topic and level, and that it should be adjusted to meet the need of the target population. Further, it was agreed that the following were the key APL areas:

1. Consumer Economics
2. Learning How To Learn
3. Occupational Knowledge
4. Community Resources
5. Health
6. Interpersonal Skills

7. Government and Law

8. Parenting

Other phases of the workshop addressed the subjects of perspective transformation, delivery systems, linkage and decentralization. Time and space do not permit us to go into these areas, but hopefully we'll deal with them at a later date.

The entire workshop really gave our mental capacities a rugged workout but it was well worth it.

Mrs. Nadine Wheaton, Conference Director.

Dr. Jack Mezirow, Consultant.

Pages 58-60 were removed because they contained personal information.